



## REFLECTION IN THE INTERNATIONAL GLOBAL CITIZEN'S AWARD

**Recording and reflecting** are essential and integral parts of the Award programme and the whole developmental process of participants as better global citizens for two reasons:

- Recording and reflecting encourages participants to consider their own personal participation and development. By recording and reflecting, participants put in context what they have done and how it has affected them, and others:
  - what they have learned
  - how what they have done has affected them personally
  - how they may wish to take or modify personal actions as a result.
- The Award involves **recognition** of the development of participants as global citizens. This recognition by others involves sharing with others (peers and mentors) aspects of their activities and journey as a global citizen.

There are many ways in which participants can record and reflect. These include:

- Keeping a written learning log or journal
- Blogging (for example, as at Bali International School, previously mentioned: <https://sites.google.com/a/baliis.net/bis-igcaward/home/participant-reflections-2009-2010>)
- Discussions with peers and/or mentors
- Oral presentations to a group of fellow participants, or to mentors
- Tweeting on Twitter
- Recording and reflecting through visual representations or diagrams (rather than written prose)

or combinations of these.

Flexibility and imagination are encouraged

## BACKGROUND: THE IMPORTANCE OF REFLECTION IN LEARNING

### What others have said:

The leading US educationalist John Dewey noted:

“We do not learn from our experience, we learn from processing our experience.”

More recently Kolb noted

[Experiential] learning is the process whereby knowledge is created through the transformation of experience.

Kolb (1984).

Fiddler and Marienau (2008), writing on reflection for learning in general, note that “reflection is inquiry into one’s experience. It leads with the intent of converting experience(s) into meaningful learning”. They distinguish an ‘event’ from ‘experiences’ of the event. The ‘experience’ is what the participant makes of the ‘event’. So two or more people attending or taking part in the same event will have different experiences.

### The importance of reflection

Reflection can be thought of as this process of considering our experience in a conscious, thoughtful way. It is as a result of such thoughtful reflection that we learn or through which our attitudes and views can change shape.

Reflection makes an experience personal, relates it to our existing knowledge, challenges or confirms our ideas and assumptions and provides the possibility of development.

Reflection is therefore an important part of learning in general.

Unlike classwork, the IGC Award has a focus on action taken by students - as individuals in making changes in their personal lifestyle, in working with others, in advocacy or promoting views or ideas, or championing a cause, and in service. In our quest to keep students **active** we may unwittingly discourage them from being **reflective** - when it is perhaps during the reflection that most learning and personal development takes place.

As well as encouraging students to have experiences within the Award - and experiences here can include finding out new things through research - we need to work with them to learn and develop as a result.

### What research tells us about reflection

It is easy to say that students are expected to “reflect” - it is much harder for them to undertake this well. Looking at research evidence on developing reflection in school students, the following general conclusions emerge.

Reflection should

- be deliberately encouraged and fostered - deeper critical reflection does not come naturally to students. It probably won't happen well if we just ask students to reflect
- link experience to learning
- be guided
- occur regularly
- be externalised in some way - students need to write down, talk about or in some other way express their reflection - not just sit in silence thinking about things - although this can be a very useful first stage. It is important to externalize reflection in the context of teaching and learning, because we as teachers or mentors, or fellow participants cannot provide any feedback or reaction unless we can see or hear something!
- encourage students to explore values - that tricky and challenging area.

Just as reflection does not come naturally to students, it is not straightforward for teachers to encourage reflection.

Research evidence indicates that

- teachers may not give sufficient attention to developing reflection
- teachers require skills and devices to assist students in deeper reflection.

## THE PLACE OF REFLECTION IN THE IGCA

### 6.4 Recording and reflecting on change and development

#### Modified extract from Information for Centres (February 2009)

The three elements Understanding other cultures and outlooks, Personal Global Footprint, and Influence and Involvement with Others represent the core of the actions taken by participants. A record of these needs to be kept, particularly as at least some, and perhaps most, of the activities will take place outside school. Centres need to consider how they verify that activities have been undertaken.

But it is important that participants provide evidence of their developing knowledge and experience, and their reflection on it.

The programme therefore involves participants keeping a personal, individual diary (written, diagrammatic, or tape-recorded), blog or other record, reflecting on developing knowledge, awareness and actions as a global citizen. Participants may find they express their reflections most effectively in different ways. This is not an exam subject so it seems quite acceptable to consider other forms of expression. Participants can use any language accepted by the award centre.

It is in this record that participants are encouraged to consider or set out the complexities of certain issues, and how they weigh up different views before taking particular actions. For instance, there is a danger that some issues such as organic food, food miles, buying locally or offsetting carbon miles elicit a simple-minded response. Organic food – good (even if it is flown in from hundreds of miles away); high food miles – bad (even though locally produced alternatives might conceivably involve greater expenditure of energy); buying locally – good (but does that mean people in Europe should never buy bananas, for instance? And what about benefiting people in developing countries by fair trade?) Taking actions without any real awareness of the background issues should be discouraged.

For participants with the necessary intellectual capacity, this programme should be hard-headed and it is here that they would tangle with some of these complex issues.

The time constraints of the programme mean that participants cannot be expected to get to grips with a lot of different issues. It is far better for them to engage with a few topics and issues in some depth, than to acquire a superficial and trivial understanding of many complex issues.

It is here also that participants would reflect (in whatever way or medium is appropriate) on their changing view of people, cultures and the world.

Some general points:

- Frequent reflection is better than less frequent longer reflections
- It is the quality and depth of reflection rather than quantity that matters. Participants should be encouraged to think as deeply as they are capable about issues and their experience in the programme.

In the IB CAS (Creativity, Action and Service) Guide (for examination sessions to 2016) the following diagram of the experiential learning cycle appears:



Figure 1

Here, reflection is a particular stage in a process. There is a sequence. We take action, we observe and then we reflect. It is certainly valuable for students to be encouraged or required to reflect at key stages in activity, or during the Award - including, obviously, at the end.

But the model here seems to indicate that reflection takes place **only** at certain times in the process. It would seem best to encourage reflection as a **continuing process** also, so that students get into the habit of reflecting **while they are undertaking activities**, as well as after they have been completed. (This is reflected in a new model in the CAS Guide (2015) for examination sessions from 2017 onwards, where reflection occurs more clearly on a continuing basis).

In terms of the IGC Award, encouraging students to develop a practice of **continuing reflection** encourages them to acquire and develop a way of seeing the world as a global citizen.

Below is a different model, rather more fluid than sequential, that emphasises that reflection should form part of the context in which all forms of action take place.

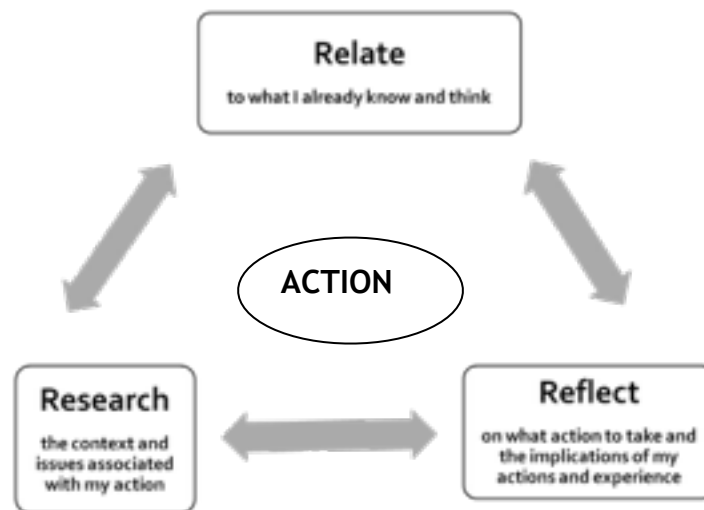


Figure 2: Action is at the heart of a continuing, interacting process of research, relating and reflection

(adapted from Boyd Roberts in *The Changing Face of International Education* (2011), drawn from the International Global Citizen's Award)

Rather than placing reflection as a distinct stage in a linear sequence or cycle (although there is a case for such a reflection/review stage once action is completed), this model emphasises that reflection should be a continuous process, forming part of the context in which action is both planned and takes place. Reflection feeds into and stands back from action taking place. This model deliberately contrasts with the cycle in Figure 1, which distinguishes between action, observing and reflecting as distinct stages, and in which observing seems to embrace elements of reflection. The model in Figure 2 also gives emphasis to research. A more realistic model probably embraces both approaches.

I remember when at one time I was taking photography and painting quite seriously. I came to **see** the world differently. I noticed light and shade, I noticed the colours and shading - that things we perceive as uniformly coloured, like an orange, fruit are in fact made up of many different colours when we look closely. Although I don't spend much time on these activities now, I have acquired a habit of seeing the world slightly differently. The same sort of consideration can apply to our young global citizens, who we hope, as a result of their experiences in the IGC Award and particularly their reflection on them, also come to see the world and interact with it in a different way.

Clearly, students cannot be writing things down at exactly the same time as they are undertaking certain activities. But we could encourage them to take very short notes in a notebook during the activity - jottings that take only a few seconds. When we see how readily students can fit a text into an odd moment, perhaps they can fit in a reflective note.

In a group activity, consider taking a short break - of just a couple of minutes - when you ask students first to think about what they have been doing, and then to talk with a peer about this.

The IGC Award is a programme that is concerned with students finding out about complex issues, undertaking complex activities like service, and considering deep personal issues. Reflection on less complex issues is itself quite tough for students to do. If they are going to reflect usefully about the deeper and more challenging issues and experiences in the Award, they need some training and support!

And as teachers and mentors, we can promote reflection among participants if we show that we are reflective ourselves. Perhaps we can share in the reflection activities ourselves, as a participant, not simply be helping our students to reflect. This is certainly a case where students can learn from example - and we can learn from the process too.

## REFLECTION IN PRACTICE IN THE IGCA

### Reflection in the IGC Award

The Award is concerned with the development of individual students as global citizens. We are dealing with students of a range of ages - from about 11 to 18. And with a variety of capacities and skills.

Two things are important here. First we are concerned with **development** - getting better, rather than reaching any fixed standard. Participants start wherever they are, and through the programme it is hoped they will develop in meaningful ways. So if participants are unfamiliar or inexperienced in reflecting, then we work with them from where they are.

And second, we are concerned with the individual. Award participants may be undertaking a number of activities in groups, and working with others is an essential component of the programme. But it is the development of the **individual** with which the programme is ultimately concerned.

But while reflecting should be a personal process, it does not have to be undertaken alone. Conversations - in pairs or groups with other participants, or with a mentor, can be very valuable types of reflection. Reflection certainly does not have to be in writing - although written reflection is likely to play a part in the reflective activities of many participants.

In promoting the development of reflection with participants unfamiliar with the process, here are a few points remember:

#### 1. Start simple. Start straightforward

If students are unfamiliar with reflection, then accept this and encourage the process to start gently. Perhaps initially students may describe, quite simply, what they have done, learned or found out. Starting with what has already happened is less challenging than exploring the present or future. But to be valuable reflection needs to be concerned with values, attitudes and perspectives.

So they could then be asked to give a short response to one reflective question, such as

How does this make you feel?

How do you feel about this?

They could answer such a question to a mentor, to a participant, peer or in writing.

#### 2. How do reflection skills and capacity develop?

We might look for participants' reflections to develop in:

**How long they take** (starting as very short activities - perhaps a matter of seconds, into a more sustained process)



**Extent** - the range of experiences and knowledge they can bring together in their reflections - the connections they can see.

**Depth** - the depth of emotions or feelings explored and expressed.

But remember, it is the **development** that matters, not where the student reaches in terms of their capacity to reflect.

### 3. Reflection should be an open activity.

We should encourage participants to reflect on what is important for them, rather than trying to please us.

In my years working with IB I came across a number of reflections relating to community service which seemed rather impersonal and general. They were about making the world a better place, or feeling proud to have done something for others. These are very laudable thoughts, but I did wonder how “authentic” some of these were - although of course it's not possible to judge. But they read as though students were saying what they thought they were expected to say.

It is good to encourage participants to reflect in a direction they choose - and perhaps they will surprise us!

## PEER REFLECTION

The IGC Award emphasises the importance of participants playing a full part in the Award programme - how they share in the operation of whole programme (including the recognition of development in their fellow participants), as well as their own personal activities and journey.

**Peer reflection** therefore seems particularly appropriate in the Award.

In peer reflection, both parties learn in a collegial, coequal way. Research evidence highlights the benefits of such peer learning.

Peer reflection can be undertaken in groups of participants, with each person taking it in turns to describe what they have done, and presenting their associated reflections, or between pairs of participants.

In prompting students' records and reflections, a sequence of questions may be helpful, mirroring the stages in the three **whats sequence** (**What? So what? Now what?**)

Here is a simple sequence of questions that could be used for peer reflection, as part of the overall process of reflection within the programme. This is when participants have been working individually on Award activities, and share their thoughts and reflections with a fellow participant.

One participant asks a fellow participant these questions in sequence:

1. What did you do relating to the Award this week?  
or  
What Award activities have you done this week?
2. What do you think you learned from these activities?
3. What are your feelings about what you have done?

At its simplest, one participant asks a peer questions.

For students who are older, or become familiar with this form of interaction, a development is for the person asking the questions to respond or comment on what the participant says. This can be highly structured, with the questioner simply asking more questions, or making comments, or there can be more open-ended discussion

1. What did you do relating to the Award this week?  
Or  
What Award activities have you done this week?  
Peer: Further questions for elaboration or clarification
2. What do you think you learned from these activities?  
Peer: Follow up questions and reactions
3. What are your feelings about what you have done?  
Peer asks further questions and makes comments
4. What was the most important part of what you did?  
Why?  
Peer comments:  
For me, the most important part of what you did was ....  
because....

## Peer group reflection

A number of Award activities may involve participants working in groups. In this case, a different type of reflection may be appropriate.

**Get Global!** is a resource developed by a number of development agencies in the UK to provide a skill-based approach to active global citizenship. It may form a useful basis for group projects within the Award, or for global citizenship more generally.

The resource is available online at

[https://www.actionaid.org.uk/sites/default/files/schools\\_get\\_global.pdf](https://www.actionaid.org.uk/sites/default/files/schools_get_global.pdf)

and

<http://www.oxfam.org.uk/education/resources/get-global>

It sets out a way of groups of students undertaking global citizenship projects through a six step process:

Get asking questions!

Get an issue!

Get more information!

Get planning!

Get active!

Get thinking about it!

Reflection forms part of this process.

See a group reflection exercise at p 57 of the Get Global pack:

[http://www.savethechildren.org.uk/sites/default/files/docs/get\\_global\\_pack\\_1.pdf](http://www.savethechildren.org.uk/sites/default/files/docs/get_global_pack_1.pdf)

and a useful associated worksheet (6a) in the worksheets section (p106) [http://www.savethechildren.org.uk/sites/default/files/docs/get\\_global\\_worksheets\\_1.pdf](http://www.savethechildren.org.uk/sites/default/files/docs/get_global_worksheets_1.pdf)

Carmen Lee from Hong Kong wrote recently about reflection in a global citizenship project:

“I worked on a service learning school project last year and collaborated with a teacher and thirty students (aged 14-15). We tried to combine geography, global citizenship education and service learning altogether in the project. After a series of workshops and class activities, students worked in group, planned and took group actions in schools to respond to global issues like sweatshop, local poverty and child labour.

I found the following resources useful!

**Get Global!** [https://www.actionaid.org.uk/sites/default/files/schools\\_get\\_global.pdf](https://www.actionaid.org.uk/sites/default/files/schools_get_global.pdf) (free PDF files)

It provides group activities, worksheets, evaluation ideas to help young people taking action step-by-step. Most of the activities are group works and some of them could be used as peer reflection/evaluation activities.

**How do we know it's working?** (a book for sale) provides evaluation ideas, some of them could be used as peer reflection activities, as well as programme evaluation at the same time. (See <https://globaldimension.org.uk/resource/how-do-we-know-its-working/> for details and an evaluation.)

At the end of the project, I did a simple exercise with the kids and invited them to work in 4 groups to make a list namely '**10 of our First Time Experiences**' during the whole project. They chatted, discussed and wrote on a big paper before sharing the lists with the whole class. I think that's a simple way to let students reflect on and celebrate the learning experience. I picked this strategy since the students were passive, unmotivated and dependent on adults a lot. Some of them took their courage to try a lot of new things during the project although not all of them were successful. The activity might help them to appreciate the efforts everyone made and to evaluate what changes they had made during the process. The lists made by the 4 groups surprised me a lot. For example, some groups wrote 'it's the first time I know that I am able to contribute good ideas', 'it's the first time for us to accomplish something that we have never dreamt of before'. And some wrote that 'it's the first time for me to discover that I can finish so many things on time while other group mates slacked off' and 'it's the first time to fundraise for others who need it'.

## Practical activities

These ideas draw heavily on Janet Eyler's article *Creating your reflection map*

[https://www.researchgate.net/publication/227599819\\_Creating\\_Your\\_Reflection\\_Map](https://www.researchgate.net/publication/227599819_Creating_Your_Reflection_Map)

This relates to reflection in the context of service-learning, and I've adapted the exercises for use in the IGC Award more generally.

### Exercises at the start or early stages of the Award programme

#### 1. Letter to myself - a "preflection"

This exercise can be undertaken at the beginning of the programme.

Students write a letter to themselves, explaining how they think of themselves as a global citizen, and what they think they will and hope they will learn from taking part in the programme.

It can be helpful to give some guiding questions, tailored to the ages and awareness of your students. Here are a few examples.

In what way do you think of yourself as a global citizen now?

What is "global" about your idea of being a global citizen?

What do you think the word "citizen" mean?

How do you think you have an impact on the wider world?

How do you think the world at large affects your life?

What parts of the programme are you most looking forward to?

Why?

Are there any parts that you have any concerns about?

What are these? What are your concerns?

What do you hope to learn from taking part in the IGC Award programme?

In what ways do you hope to be a different person at the end of the programme?

The letter is sealed in an envelope which you can keep. At the end of the programme, as part of the reflection at the end, return the envelope to the student for them to read what they wrote at the beginning. Students could do this individually, or the letters could be shared with a peer or with the whole group of Award students.

## 2. Completing sentences

Sometimes students find it easier to complete a sentence rather than answer a question. So the questions in 1 above could be phrased as statements such as:

I am most looking forward in the Award programme to ....

I think my lifestyle has an impact on other people / the environment through ....

These sentences could be included in a reflective journal.

## 3. Group brainstorm

The participants beginning the Award together discuss and share their views on questions and issues such as:

What does it mean to be a global citizen?

How can I make a difference to the environment or to the lives of other people by what I buy?

If I could change something in the world to make it a better place, what would it be? Can I do anything to try to bring about this change?

Gandhi said “Be the change you wish to see in the world.” What did he mean by this?

Ask students to consider their response to a question on their own, then to discuss it with one other person.

Collect together ideas on a flip chart and open a general discussion.

## 4. Using Likart scales - as a group

You will know the Likart scale from questionnaires and surveys.

It runs something like this:

Strongly disagree - Disagree - Neither agree nor disagree - Agree - Strongly agree

Have a giant Likart scale on the wall of a classroom - or places within the classroom - to represent each viewpoint.

Give students a statement and ask them to arrange themselves near the appropriate point on the wall or in the appropriate place in the classroom..

Examples of statements - which obviously need to be pitched to suit the ages and knowledge of your students:

How I live my life has no impact on the lives of people in (Insert name of a country)

People in rich countries are using too many of the world's resources.

It's a good thing that people in lots of different countries can have a Big Mac.

We should all be vegetarians for ecological reasons.

The views of the participants - their positions on the scale - can be used to open up a discussion on the issues concerned, and, as the Award is about personal action, the implications of the topics and discussion on the lives of the individuals taking part.

## Exercises during the programme

A regular blog or journal can be a very useful way of keeping a record of activities and reflecting on them. But remember that some students are much better at speaking and writing, and may get more out of a discussion or a conversation with a peer or a mentor.

The advantage of a journal or blog is that students can go back to read earlier entries during the programme as well as at the end. They can get some idea of how they were feeling at earlier stages and how their views have developed.

## Exercises towards the end of the programme

Reflection at the end of the programme gives a sense of completion. It can take various forms, including one or more of the following:

- A written reflective essay
- A presentation to peers, or to a group of people including parents, other school teachers and staff as well as peers.
- An action plan for further changes the participant wishes to make, or areas for further investigation.

### **A simple reflection exercise before and after an activity (based on an idea by Daniel Stewart)**

Before the activity write down one word adjectives about how you are feeling about the activity. (Single words only. No complete sentences!) Write as many words as you like in three minutes.

Look at our list and try to choose the best five words to describe your feelings.

At the end of the activity repeat this,

Look at the two lists. Talk about them with a peer.

### **Guiding questions for reflection - to be undertaken at the end of an activity, or at the end of a week during the programme (incorporating ideas from Maria Inés Piaggio)**

- What activities or actions have I undertaken in connection with the Award this week?
- How did I come to do these activities? Did I choose them? If so how?
- Which of these activities did I most enjoy? Why?
- Did any of these activities or actions make me feel uncomfortable? If so, why?
- Were any of these actions or activities difficult? In what ways? What have I learned from doing them?

- What have I learned about global issues this week?
- What have I learned about myself during this week?
- What contact with other people have I had in connection with the IGC Award?
- What have I learned through these contacts?
- What did I/we actually achieve in this activity? What were the results/ outcomes for this activity?
- What things did I have to make decisions on during these activities?
- How were these decisions made? Were they my own decisions, or did they involve others? If they involved others, what were the processes that led to the decisions?
- How can I / we apply what I / we have learned in other life situations?

### Reflecting on ethical dimensions

As part of the IB Diploma Programmer's CAS activities, students are expected to have "considered the ethical implications of their actions".

Below is a list of guiding questions from Molly Peterson which she used with her students to encourage them to reflect on the ethical dimensions of their actions. (<http://cas-corner.wordpress.com./tag/learning-outcomes/>)

- In what ways did you act with integrity and honesty in this activity?
- In what ways did you find the activity required you to make reasoned, ethical decisions?
- How did this activity expose the attributes of a good team worker/leader?
- How did this activity expose the attributes of a good person?
- Did participating in the activity provoke any emotions in you or the participants, and how were these emotions dealt with?
- Did the activity assist in introducing or reinforcing obligations that we have as a member of society?
- Were there any issues raised in this activity that relate to maintaining a sustainable natural or economic environment?
- What are some of the key personal attributes required to work fairly and justly with other people? How were they evident in this activity?
- Were you required to adhere to any rules/obligations in doing this activity? How well did you adhere to them?
- Did participating in the activity question or conflict in any way with the cultural/ social/religious guidelines in which the activity was held?



In a blog on reflection in global citizenship education, Jason Harshman highlights a number of valuable questions for students, and teachers, to consider. These form part of and are set in context in a short blog, which is well worth reading:

[http://blogs.edweek.org/edweek/global\\_learning/2015/11/reflection\\_action\\_and\\_variation\\_within\\_global\\_citizenship\\_education.html](http://blogs.edweek.org/edweek/global_learning/2015/11/reflection_action_and_variation_within_global_citizenship_education.html)

*In looking at an issue or situation*

- Whose perspective is missing?
- What influences my global perspective and how does my perspective inform my decision making as an educator/student?

*In the context of service*

- In what ways are the people we intend to help involved in deciding what we intend to do?
- How do we guard against perpetuating inequity and social injustice while promoting responsible and active global citizenship education?

*In considering how good we are as global citizens:*

- What role does privilege play in my ability to be a global citizen?
- To what extent do the actions I consider to be positive examples of global citizenship adversely affect people and places I do and do not know?

## **Individual development of participants, while working in groups**

The IGC Award is being implemented in centres in different ways and with students of different ages. With older students it is possible and appropriate for the majority of activities undertaken to be initiated by the individual participants, rather than by the mentors. But with younger participants, activities initiated by the mentor and undertaken in groups may play an important part of the programme. But the Award is intended for **individual** students to recognise their own personal participation and **development**.

### **How can we ensure that taking part in a group action leads to personal development?**

Simply taking part in an organised group activity does not mean that the individual student is developing. We need ways to encourage this personal, individual development, and to assess whether and how this is happening.

Two things are essential to make the action more personal.

One is **personal research or enquiry** - for participants to find out more themselves about the background to issues being addressed in any actions or activities. So, for instance if students are engaged in collecting litter, they can find out about where waste comes from, and what happens to it when they have collected it.

The other is **reflection**.

We need to ensure:

- Reflection by individual participants is taking place ( although this can be very effectively undertaken in peer pairs, for instance)
- That reflection accompanies and forms part of all group activities
- That reflection is continuous, rather than being left to the end of the programme.

Reflection as part of an activity can be about:

- The issue being addressed - reinforcing and drawing on personal research and enquiry.
- What the participant has learned about working with other people (when activities are with other people. And, of course, *Influence and Involvement with Others* is one part of the Award programme))
- The activity they are taking part in - how effective it is; the ways in which it is effective and also how it could be improved.

### Adding another dimension -

There are schools in different countries in Europe, Asia and Central America taking part in the IGC Award. What about undertaking some of these reflection exercises with students in another IGC Award school? Students could send an email reflection to a partner in another school and get a response. Or arrange a Skype or Facetime conversation, or for students to text one another.

If you are interested in this, contact me for a full list of email addresses or I could pass your message on.

## OTHER RESOURCES

### Global Citizen Diploma (GCD)

The [GCD](#) is an initiative of several international schools to recognise global citizenship. Unlike the IGCA, it is geared specifically for high school students to accompany their normal high school graduation diploma.

The GCD differs from the IGCA in a number of other important respects:

- It assesses standard reached, rather than progress made
- The involvement of students is different, with teachers taking a more prominent role in assessment (whereas in the IGCA participants should be contributing to the recognition of development in their fellow participants).
- Students do not act as mentors, as they do in the silver and gold levels of the IGCA.

A requirement of the GCD is reflection and it has some guidelines, directed towards participants, which may be helpful to IGCA older participants (as the GCD is for students in grades 11-12).

<https://globalcitizendiploma.org/reflection-guidelines/>

There is also a video on reflection by one of the teachers involved, Ian Hoke, and again directed towards participants:

[https://www.youtube.com/watch?v=cAiWlzhE5e0&list=PLZlhmel3KqHGCXTLyZjj2LJ1emy-T8Www\\_&index=1](https://www.youtube.com/watch?v=cAiWlzhE5e0&list=PLZlhmel3KqHGCXTLyZjj2LJ1emy-T8Www_&index=1)

A short film *Reflection: a short film to change your world* produced by a group of students at Kesteven and Grantham Girls School in the UK highlights how reflection can be embedded in our everyday lives, with an awareness of global concerns and of our own lifestyle. It won an EU media competition.

<https://www.youtube.com/watch?v=LasACZ42i00>

### **Reflection resources in the service-learning context**

Reflection forms an essential part of service learning, as now formulated, particularly in the US. There are many related resources, which can be used in or adapted for use in the IGCA. Here are some selected, vetted resources that are likely to be helpful.

#### **Reflection Toolkit**

This has been devised by Northwest Service Academy to assist teachers working with student in service learning contexts. It includes a number of simple activities that can be undertaken with students with little preparation or time spent:

[http://www.dartmouth.edu/~tucker/docs/service/reflection\\_tools.pdf](http://www.dartmouth.edu/~tucker/docs/service/reflection_tools.pdf)

### **Facilitating reflection**

Julie Reed and Christopher Koliba have produced a very useful manual for educators,  
[http://www.uvm.edu/~dewey/reflection\\_manual/](http://www.uvm.edu/~dewey/reflection_manual/)

Although written with higher education students in minds, and for use in the context of service projects, some of the exercises could be used or adapted for use in schools. Some of the activities are for individuals and some for groups.

### **Connecting thinking and action: Ideas for service learning reflection (2003)**

A 104 page manual produced by RMC Research Corporation. It includes ideas on reflection for school students of all ages, including some useful forms and activities. Although related to the service learning context they can be used or adapted for use in the IGCA generally.

Access via <https://reason.kzoo.edu/servicelearning/reflection/>  
which also has links to some other useful resources.

Ohio State University guide to reflection

Succinct and practical

[https://www.depts.ttu.edu/servicelearning/Service\\_Learning\\_Faculty\\_Resources\\_Files/reflection.pdf](https://www.depts.ttu.edu/servicelearning/Service_Learning_Faculty_Resources_Files/reflection.pdf)

A compilation of reflection activities compiled and adapted by Diane Sloan and Toni S.Hartsfield

[http://www.aacc.nche.edu/Resources/aaccprograms/horizons/Documents/reflection\\_3.pdf](http://www.aacc.nche.edu/Resources/aaccprograms/horizons/Documents/reflection_3.pdf)

### **Reflection activity ideas for community service and service-learning projects**

compiled by University of Wisconsin - Extension

[http://fyi.uwex.edu/wi4hpublications/files/2015/10/Debriefing\\_Activity\\_Idea\\_Sheets.pdf](http://fyi.uwex.edu/wi4hpublications/files/2015/10/Debriefing_Activity_Idea_Sheets.pdf)

Compiled by Boyd Roberts in June 2016 and updated in June 2017 from resources produced by others and from earlier IGCA documents and resources:

January 2011

March 2013

November 2014

May 2016

All links to web pages were active as at 8 June 2017